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ABSTRACT

The intent of the Washington State Writing Framework is to provide support for the development of writing benchmarks and instructional guidelines for individual school districts. The purpose of the writing framework is: to provide grade by grade overview of the Essential Academic Learning Requirements in writing; to complement the frameworks for reading and communication; to provide suggestions for teaching and assessing writing; to allow teachers to determine the degree of required competence of any skill; and to be compatible with a range of teaching practices and materials. The framework is divided into the early years, composed of kindergarten through fourth grades; the middle years, composed of fifth through seventh grades; and the transition years, composed of eighth through tenth grades. The transition years have been divided into two sections: writing as a literary form and writing in the content areas. For each grade level, information is divided into the following sections: overview for each grade level; quick check in writing; suggested characteristics in writing to be worked toward by the end of each grade level; and assessment possibilities for each characteristic. An appendix lists suggested expectations for conventions by grade level. Contains 65-item glossary. (PM)

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ED 466 808

A Framework for Achieving the
Essential Academic Learning Requirements in

Writing

Grades K-10

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Dr. Terry Bergeson
State Superintendent of
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Revised July 2001

CS 511 286

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2

A FRAMEWORK FOR ACHIEVING

THE ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

IN WRITING

FOR

WASHINGTON STATE

Grades K–10

Revised, July 2001

TABLE OF CONTENTS

	Page
Introduction	3
Early Years	
Kindergarten	6
First Grade	8
Second Grade	10
Third Grade	12
Fourth Grade	14
Middle Years	
Fifth Grade	17
Sixth Grade	20
Seventh Grade	23
Transition Years	
Grades 8–10, Writing as a Literary Form	26
Grades 8–10, Writing in the Content Areas	29
Appendices	
Suggested Expectations for Conventions by Grade Level	33
Glossary	41

INTRODUCTION

The intent of the Washington State Writing Framework is to provide support for the development of writing benchmarks and instructional guidelines for individual school districts. Writing guidelines developed at the local level will best reflect the specific nature and culture of the community. The combination of efforts at the state and local levels should ensure that all elements of the Essential Academic Learning Requirements in writing are addressed at each grade level.

Purpose of the Writing Framework:

- Provide grade by grade overview of the Essential Academic Learning Requirements in writing;
- Complement the frameworks for reading and communication;
- Provide suggestions for teaching and assessing writing;
- Allow teachers to determine the degree of required competence of any skill;
- Be compatible with a range of teaching practices and materials.

Content of the Writing Framework:

Teachers should consider this document a resource to assist them as they plan, teach, and assess according to the competencies and experiences of their students. It is not definitive of everything a student may know or be able to do. It is neither a manual nor a blueprint for testing. It is a framework from which to develop more specific plans for instruction and assessment.

In order to become competent writers, students develop skills in writing as they are learning to read and communicate. In the **early years** (K–4) instruction on the conventions of letter formation, spelling, and sentence structure is necessary. At the same time students are learning that their own thoughts can be recorded in writing; that they must organize those thoughts with regard to specific topics, audiences, and purposes; and that how they select and use words, phrases, and sentences affects what the reader understands.

In the **middle years** (5–7), students begin to fine tune their knowledge of writing conventions while developing an ability to adapt to different audiences, purposes, and forms. Precision of organization and style are developed, and students become more confident in their writing abilities.

In the **transition years** (8–10), students develop specific skills in literary writing. In addition, they specialize in writing for a variety of informational and technical purposes that will be needed in various careers. Because of the specificity of writing in the content areas, the transition years have been divided into two sections: *Writing as a Literary Form* and *Writing in the Content Areas*

Organization of the Writing Framework:

Realizing that students come to school with varied experiences and knowledge and that they progress at different rates, this document is intended to be used only as a guideline. Nonetheless, this framework is organized by grade level to indicate **goals** for learning to be reached by the end of each grade level.

For each grade level, information is divided into the following sections:

- Overview of writing for each grade level,
- Quick check in writing,
- Suggested characteristics in writing to be worked toward by the end of each grade level,
- Assessment possibilities for each characteristic.

The **overview** is a summary of the major learning targets and indicates student progress toward becoming competent writers. The overview may be used for communication with students and parents about expectations for the year. It can also be a referent for reporting to students and parents as the school year progresses.

The **quick check** is an abbreviated checklist form of the overview. It highlights what students should know and be able to do at each grade level. It is designed, as the name implies, to give the student, parent, and teacher the "big picture."

The **suggested characteristics in writing to be worked toward by the end of each grade level** are organized in the order of Essential Academic Learning Requirements. Assessment columns to the right of each characteristic indicate possible assessment methods. The capital **X** indicates a preferred method of assessment, while the smaller **x** indicates an acceptable alternative. As always, teachers should select the appropriate method of assessment for the student, purpose, and/or project.

Following the *Characteristics to be worked toward* for each grade are the ***Suggested Expectations for Conventions by Grade Level.*** This is a cumulative list of skills for spelling, capitalization, punctuation, grammar and usage, and sentence structures. The list, although detailed, is not exhaustive. It is a guideline for expectations for correct practice to be found in student writing at the end of each grade level.

The last section of the Writing Framework is a **glossary.** Its purpose is to clarify the meaning of terms found in the document.

Teachers are reminded that the writing framework offers suggestions for end-of-year goals. The framework offers some focus for instruction, but it is not intended to limit instruction or learning. A characteristic introduced at any grade level should continue to be practiced, refined, and extended at subsequent levels. Consequently, **teachers should not limit their reading of the framework to one grade level.**

Finally, although the framework identifies knowledge, skills, strategies, and reasoning students should apply, the level of acceptable performance must still be measured by the teacher and student. What qualifies as acceptable performance is articulated in the *Grade 4, 7, and 10 Anchor Set Annotations* (published annually from the WASL), state scoring guides, *Tool Kits for Classroom-based Assessment*, and *NCS Mentor*.

Assessment overview

Code	Assessment	Explanation
O	Frequent, focused observations	Written anecdotes from the teacher that reflect changes in a student's progress as a writer
S	Samples of student work (e.g., portfolios)	Collections of examples of proficient student writing which meets specific criteria (e.g., an example of clear, proficient persuasive writing)
J	Student journals, learning logs, or student self-reflections	Journals—student writing which may be a personal reflection on a topic of his/her own choosing Learning log or student self-reflection—a student's reflections upon his/her own learning and/or growth as a writer
Sc	Scored pieces of writing using specific criteria (e.g., a rubric)	Pieces that may be scored on a six-trait rubric, the state focused holistic system, or a rubric devised within the classroom may be scored by other students, the teacher, or outside sources.
Co	Conference feedback (oral or written)	Notes or comments made by the teacher to students about progress in writing
Cl	Checklist	A prescribed list of items which can be checked off as students meet goals and expectations
Pf	Peer feedback	Responses from other students about a given piece of writing

Kindergarten

Overview: By the end of kindergarten most students will know the names and sounds of the letters and be aware of their importance when composing text. They form some words beginning with accurate consonant sounds. Much of the writing will be about themselves, their families, pets, and friends. Writing may be presented in simple sentences, often with the same structure repeated within a piece or used in several pieces.

A Quick Check:
Does the student:

- Realize that ideas and thoughts are communicated in writing?
- Form letters; show increasing knowledge of letters, sounds, and patterns?
- Use some spelling, punctuation, and directionality conventions?
- Draft simple sentences reflecting own experiences and understanding?
- Choose to write for own satisfaction?

Suggested Text Forms* to be Worked Toward by the End of Kindergarten	
Literature or Literary Forms	**Informational, Task-oriented, and/or Technical Writing**
narrative: experiential stories	labels
narrative: fictional stories	captions
personal letters, cards, and notes	informational sentences
diaries/journals	
labels	

* See *Text Forms and Features* for further information.

Characteristics* to be Worked Toward by the End of the Kindergarten

	Characteristics	Links to EALRs	Preferred Tools for Assessing and Recording						
			O	S	J	Sc	Co	Cl	Pf
	Writes clearly and effectively								
1	Records ideas and information, often unconventionally, but talks about what has been written	1.1	X	x			X		
2	Uses some complete sentences when dictating ideas or information	1.1	X	x			X	x	
3	Recalls main idea and some detail when returning to writing at a later time	1.1					X		
4	Writes mainly in personal voice	1.2	X	x					
5	Builds a repertoire of some conventionally spelled two- or three-letter words	1.3		X	X			x	
6	Writes and names all upper and lower case letters	1.3		X				X	
7	Writes own name (first and last) and the names of some family members and friends	1.3						X	
8	Understands that the sequence of letters in a word matches the sequence of sounds	1.3		X			x		
9	Forms most letters correctly	1.3		X				X	
10	Uses phonemes and letter knowledge in phonetic spelling when writing independently	1.3		x	X				
11	Uses some classroom resources (e.g., word wall charts) to find and check known words	1.3, 3.4	X						
12	Shows awareness that writing has conventions—some student writing shows directionality and appropriate use of capitals and periods	1.3, 3.4	X	X				x	
	Addresses audience, purpose, and form								
13	Writes for own satisfaction and/or purposes	2.1, 2.2		x	X		X		
14	Writes labels, signs, or captions for drawings and models	2.1, 2.2, 2.3, 3.5	X	X					
15	Shows understanding of different purposes of some forms (e.g., letters, shopping lists, birthday cards, recipes)	2.2					X		
16	Uses more than one form (e.g., lists, sentence-like text)	2.3	X	X					
	Understands and uses the writing process								
17	Talks about topic and considers ideas before writing	3.1	X				X		x
18	Sometimes writes before drawing	3.1	X				X		
19	Reads own writing	3.2, 3.3	X				X		
20	Adds detail in response to questions or suggestions	3.3, 4.2					X		x
21	Shares published work with pride	3.5	X						
	Analyzes and evaluates writing								
22	Talks about writing and written work, especially achievements and new learning	4.1	X				X		
23	Seeks help to correct or improve work for greater accuracy	4.2	X				X		

Key to Assessment Suggestions

X= Recommended Assessment Suggestions x= Alternative Assessment Suggestions

O Frequent focused observations
S Samples of work (e.g., portfolio)
J Students' journals/learning logs/student self reflections
Sc Scored pieces using specific criteria (e.g., rubric)
Co Conference feedback (oral or written)
Cl Checklist
Pf Peer feedback

*Once introduced, a characteristic should receive frequent practice and extension in a range of contexts and for different audiences and purposes.

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First Grade

Overview: Most first grade writers are able to develop an idea or item of information beyond one sentence, adding some details of description or explanation. Although phonetic spelling is common, there is a marked increase in the number of words spelled accurately. As understanding of revising and editing develops, the overall accuracy of writing increases. Conventions of punctuation, directionality, spacing, and letter formation ensure work is legible.

A Quick Check:
Does the student:

- Write simple sentences in sequence with some logical development?
- Show awareness of some spelling patterns?
- Attend to medial (middle) and final sounds in phonetic spelling?
- Reread what is written, being aware of the need to work toward accuracy?
- Include some detail and explore new topics?

Suggested Text Forms* to be Worked Toward by the End of First Grade	
Literature or Literary Forms	**Informational, Task-oriented, and/or Technical Writing**
narrative: experiential stories	labels
narrative: fictional stories	captions
personal letters, cards, and notes	informational sentence
diaries/journals	**recounts**
recounts	**answers to questions**
rhymes	
retellings	

Items in bold are first introduced in grade 1.

* See *Text Forms and Features* for further information.

Characteristics* to be Worked Toward by the End of the First Grade

	Characteristics	Links to EALRs	Preferred Tools for Assessing and Recording						
			O	S	J	Sc	Co	Cl	Pf
	Writes clearly and effectively								
1	Selects a wide range of topics for writing	1.1, 2.2, 3.1		X	x		x		
2	Writes simple accounts with some elaboration, especially description or explanation	1.1, 1.2, 2.2, 3.2		X		x			
3	Shows attention to beginning, middle, and end in a piece of writing	1.1		X		x		x	
4	Sequences two or three events or items of information	1.1		X	x	x		x	
5	Answers a simple question in a complete sentence	1.1, 1.3		X					
6	Uses more than one sentence structure in a piece of writing	1.2		X		x		x	
7	Writes in first and third person	1.2		X				x	
8	Uses some simple conjunctions (e.g., and, then, but, so)	1.2		X				x	
9	Shows understanding of some common spelling patterns	1.3, 3.4		X	x	x		x	
10	Incorporates conventional spelling with some phonetic spelling	1.3		X	x	x		x	
11	Includes all consonant and some vowel sounds in phonetic spelling	1.3		X	x	x		x	
12	Uses capital letters, periods, question marks, and exclamation marks, often adding these when revising or editing	1.3, 3.3, 3.4	X			x			x
13	Writes legibly	1.3		X	x				
14	Attends to spacing and directionality from line to line as well as within a line	1.3		X	x			x	
	Addresses audience, purpose, and form								
15	Writes cards, letters, and notes to communicate with friends	2.1, 2.2, 2.3		X		x		X	
16	Retells in some detail and in correct sequence	2.1, 2.2, 1.1		X			X		
17	Uses different text forms in personal writing for a variety of audiences and purposes	2.3, 2.1, 2.2		X				x	
	Understands and uses the writing process								
18	Brainstorms, makes lists, and sometimes formulates first sentence before writing	3.1, 1.1	x				X		
19	Understands a first draft requires checking and usually revision	3.2, 3.3, 3.4	X				X		
20	Reads own work and makes some revision or editorial changes, especially punctuation	3.2, 3.3, 3.4, 1.3	X	x					x
21	Publishes work crediting author and illustrator; sometimes includes dedication	3.5, 3.4		X		x	x		
22	Enhances published work with appropriate graphics and illustrations	3.5		X			x		
	Analyzes and evaluates writing								
23	Evaluates effort and product, though often by amount written	4.1	X				X		
24	Shares work and gets feedback from peers and family	4.2					x		X

Key to Assessment Suggestions

X= Recommended Assessment Suggestions x= Alternative Assessment Suggestions

- **O** Frequent focused observations
- **S** Samples of work (e.g., portfolio)
- **J** Students' journals/learning logs/student self-reflections
- **Sc** Scored pieces using specific criteria (e.g., rubric)
- **Co** Conference feedback (oral or written)
- **Cl** Checklist
- **Pf** Peer feedback

***Each grade level and each characteristic within a grade level builds on previous learning. Once introduced, a characteristic should receive frequent practice and extension in a range of contexts and for different audiences and purposes.**

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Second Grade

Overview: During the second-grade, most writers make significant progress in moving from single idea and patterned sentences to more detailed and sequential text, often including more than one event or descriptive element. Students have a more conscious approach to planning and work toward accuracy and effectiveness through purposeful choice of words.

A Quick Check:
Does the student:

- Elaborate on a basic idea or item of information?
- Show a considered approach to writing by planning and following through?
- Vary sentence structures within a piece of writing?
- Strive to achieve accuracy in his/her writing?
- Write in a variety of forms, maintaining basic features and conventions?

Suggested Text Forms* to be Worked Toward by the End of Second Grade	
Literature or Literary Forms	**Informational, Task-oriented, and/or Technical Writing**
narrative: experiential stories	labels
narrative: fictional stories **(e.g., picture books)**	captions
personal letters, cards, and notes	informational sentence
diaries/journals	recounts
recounts	answers to questions
rhymes	**questions and answers**
retellings	**instructions (explain how to)**
poems (patterned poetry, couplet)	**learning logs**

Items in bold are first introduced in grade 2.

* See *Text Forms and Features* for further information.

Characteristics* to be Worked Toward by the End of the Second Grade

	Characteristics	Links to EALRs	Preferred Tools for Assessing and Recording						
			O	S	J	Sc	Co	Cl	Pf
	Writes clearly and effectively								
1	Maintains focus on topic	1.1		X		x	x		
2	Includes details in retelling and personal narratives	1.1		X	x	x			
3	Includes supporting information through adjectives or explanatory sentences	1.1, 1.2		X	x	x			
4	Attends to sequence, often using indicators (e.g., next, first, after)	1.1		X				x	
5	Groups ideas, sometimes in paragraphs	1.1, 1.3		X	x	x		x	
6	Chooses appropriate title for work	1.1		X				x	
7	Uses formal or book language within some writing	1.2, 2.1, 2.2		X			x	x	
8	Varies sentence beginnings, often including prepositional phrases	1.2		X				x	
9	Maintains consistent "person"	1.3		X		x		x	
10	Uses more correctly spelled words than phonetically spelled	1.3		X				x	
11	Uses quotation marks in dialogue	1.3		X				x	
12	Maintains consistent tense, especially past tense	1.3		X				x	
	Addresses audience, purpose, and form								
13	Shows awareness of audience in letters and when writing instructions by using second person	2.1, 1.3		X		x			
14	Responds to literature in some detail	2.2, 1.1			X			x	
15	Uses more forms (e.g., diagrams) especially in informational writing	2.2, 2.3		X				x	
16	Produces a variety of written forms, including stories, reports, letters, and journal entries	2.3, 2.2, 2.1		X				x	
17	Explains why one form is more appropriate than another	2.3, 2.2, 2.1			x		X		
	Understands and uses the writing process								
18	Plans more deliberately and in more detail, often using a word web or story frame	3.1, 1.1	x	x			X	x	
19	Uses a plan to draft text, but willing to amend where necessary	3.2, 3.1, 3.3	x				X		x
20	Takes note of suggestions and assistance to clarify and refine writing	3.3, 4.2	x				X		x
21	Uses a simple checklist for revising and editing	3.3, 3.4	x	X				x	
22	Uses a dictionary and spelling lists to check meaning and accuracy	3.4	x				X	x	
23	Attends to spelling, capitalization, punctuation, and tense in final draft	3.4, 3.5, 1.3	x	X				x	x
24	Maintains consistent size, spacing, and formation in handwriting, especially in published work	3.5, 1.3		X				x	
	Analyzes and evaluates writing								
25	Maintains interest from one time to another on same piece	4.1	x				X		

Key to Assessment Suggestions

X= Recommended Assessment Suggestions x= Alternative Assessment Suggestions

- **O** Frequent focused observations
- **S** Samples of work (e.g., portfolio)
- **J** Students' journals/learning logs/student self-reflections
- **Sc** Scored pieces using specific criteria (e.g., rubric)
- **Co** Conference feedback (oral or written)
- **Cl** Checklist
- **Pf** Peer feedback

*Each grade level and each characteristic within a grade level builds on previous learning. Once introduced, a characteristic should receive frequent practice and extension in a range of contexts and for different audiences and purposes.

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Third Grade

Overview: Most third-grade students are writing longer texts when writing narratives. They embed their ideas in time and place (setting) and develop stronger characters through detail and dialogue. Their writing is often divided into sections through paragraphing or book parts (e.g., tables of contents, chapters). Information gathering as part of the planning process is common and most students are becoming more selective about vocabulary, especially when writing in task-oriented or functional forms.

A Quick Check:
Does each student:

- Gather and organize information as essential elements of planning?
- Develop characters and setting throughout story?
- Write coherent informational text?
- Organize text into appropriate paragraphs or book parts?
- Revise for detail and accuracy in content and edit for conventions and format?
- Reflect on efforts and achievements?

Suggested Text Forms* to be Worked Toward by the End of Third Grade	
Literature or Literary Forms	**Informational, Task-oriented, and/or Technical Writing**
narrative: experiential stories	labels
narrative: fictional stories (e.g., picture books)	captions
personal letters, cards, and notes	recounts
diaries/journals	answers to questions
recounts	questions and answers
rhymes	instructions (explain how to)
retellings	learning logs
poems (patterned poetry, couplet, free verse)	**reports**
plays	**book reviews and reports**
biographies and autobiographies	**posters**
	directions (to a location)
	paraphrase
	expository writing / speeches (explain about)

Items in bold are first introduced in grade 3.

* See *Text Forms and Features* for further information.

Characteristics* to be Worked Toward by the End of Third Grade

	Characteristics	Links to EALRs	Preferred Tools for Assessing and Recording						
			O	S	J	Sc	Co	Cl	Pf
	Writes clearly and effectively								
1	Increases range of topics, but writing shows preference	1.1		X	x			x	
2	Uses transitional phrases and sentences to connect episodes, descriptions, explanations, or facts	1.1		X		X		x	
3	Identifies time and setting and refers to these beyond introductory section when narrating story or event	1.1, 1.2		X				x	
4	Maintains more than one character throughout narrative	1.1, 1.2		X				x	
5	Uses adjectives, adverbs, and some similes and metaphors to form imagery or provide detail	1.1, 1.2, 2.2		X			x	x	
6	Develops bank of useful and interesting words and uses these in a range of contexts	1.2, 2.1, 2.2	x	x		x	X		
7	Selects vocabulary according to topic, audience, purpose	1.2, 2.1, 2.2		X		X			
8	Includes more specialized vocabulary in informational writing	1.2, 2.1, 2.3		X		X			
9	Uses dialogue to develop character	1.2, 1.1		x				X	
10	Spells most grade-level words accurately (though often exhibits some carelessness in verbs and tense)	1.3		X		x		x	x
11	Sections work into paragraphs or chapters based on ideas	1.3, 1.1		x				X	
12	Includes headings, table of contents, and/or captions in final products	1.3, 3.5		X				X	
	Addresses audience, purpose, and form								
13	Distinguishes among writing for self, teacher, or wider audience and reflects this awareness of audience in vocabulary and syntax	2.1, 1.2					X		
14	Responds to literature from personal experience and explains viewpoint	2.2, 1.1			X		X		
15	Gathers information and takes notes as part of prewriting and drafting	2.2, 2.3, 3.1, 1.1	X	X			x		
16	Shows increasing awareness of purposes and formats in a wider range of forms	2.3, 2.2, 1.3		X			X		
	Understands and uses the writing process								
17	Brainstorms to select ideas and information, sometimes elaborating on these before writing	3.1, 3.3, 3.2	X				X		
18	Works for accuracy and detail at draft stage	3.2, 1.1	x	X			x		
19	Attends to clarity and audience interest when revising	3.3, 2.1, 1.1	x				X		
20	Edits for spelling, punctuation, tense, and usage	3.4, 4.1, 1.3		X				X	x
21	Uses more than one reference when editing—including dictionary, books, and simple thesaurus	3.4	X				X		
22	Writes legibly using appropriate formations and links in cursive writing	3.5, 1.3		X				X	
	Analyzes and evaluates writing								
23	Maintains a log, journal, and/or personal dictionary more consistently	4.1	x		X				
24	Revisits previous efforts and comments on new learning	4.1			X		X		
25	Offers opinions and advice on peers' writing, often comparing with own	4.2	x				x		X

Key to Assessment Suggestions

X= Recommended Assessment Suggestions x= Alternative Assessment Suggestions

- O Frequent focused observations
- S Samples of work (e.g., portfolio)
- J Students' journals/learning logs/student self-reflections
- Sc Scored pieces using specific criteria (e.g., rubric)
- Co Conference feedback (oral or written)
- Cl Checklist
- Pf Peer feedback

*Each grade level and each characteristic within a grade level builds on previous learning. Once introduced, a characteristic should receive frequent practice and extension in a range of contexts and for different audiences and purposes.

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Fourth Grade

Overview: At this stage, students become more aware of the conventions of writing and of language usage. They are able to select and sometimes adapt basic forms and conventions to meet specific requirements. Their understanding and use of figurative language introduces imagery and tension to their writing. Informational and task-oriented writing reflects understanding of specific purpose, often requiring gathering and synthesizing information from a number of sources to express and justify an opinion.

A Quick Check:
Does the student:

- Display an awareness of the interdependence of the topic, audience, purpose, and form?
- Identify and work towards the specific requirements of a prompt or assignment?
- Use more than one resource for planning and/or for checking accuracy of content and spelling?
- Write for a range of purposes including to describe; to tell a story; and to explain what, why, and how?
- Reflect on strengths and weaknesses of own writing and make observable efforts to improve?

Suggested Text Forms* to be Worked Toward by the End of Fourth Grade	
Literature or Literary Forms	**Informational, Task-oriented, and/or Technical Writing**
narrative: experiential stories	labels
narrative: fictional stories (e.g., picture books, **fantasy**)	captions
personal letters, cards, and notes	recounts
diaries/journals	answers to questions
recounts	questions and answers
rhymes	instructions (explain how to)
retellings	learning logs
poems (patterned poetry, couplet, free verse, **quatrain**)	reports
plays	book reviews and reports
biographies, autobiographies	posters and **brochures**
tall tales	directions/**procedures** (to a location, **to a game, to make something**)
comics	paraphrase
personal essays	expository writing / speeches (explain about, **explain why, compare/contrast**)
	field notes
	newspaper and magazine articles
	summaries
	business letters (to thank, request)
	letters to the editor
	memos
	literary analyses (explain about character, plot)

Items in bold are first introduced in grade 4.

* See *Text Forms and Features* for further information.

Characteristics* to be Worked Toward by the End of Fourth Grade

	Characteristics	Links to EALRs	Preferred Tools for Assessing and Recording						
			O	S	J	Sc	Co	Cl	Pf
	Writes clearly and effectively								
1	Narrows topic and selects relevant details to elaborate	1.1		X		X			
2	Refers to personal experiences and research to clarify, compare, extend, or explain an opinion or idea	1.1, 2.1, 2.2		X		X			
3	Uses conjunctions, ordinals (e.g., first, second, third), and compound sentences	1.1, 1.2		X		x		x	
4	Uses a rhyme scheme in a stanza of poetry	1.2		X				X	
5	Selects vocabulary suitable for topic, audience, purpose, and form	1.2, 2.1, 2.2, 2.3		X		X			
6	Varies length and type of sentences, using conjunctions, adjective phrases, and adverb phrases	1.2, 1.1		X		X			
7	Uses similes, metaphors, alliteration, rhyme, and repetition for effect and to develop imagery	1.2, 2.1, 2.2, 1.1		X		x			
8	Uses syllabification, word patterns, and letter patterns when writing new or unusual words	1.3			X			x	
	Addresses audience, purpose, and form								
9	Demonstrates awareness of audience and purpose through selection of vocabulary, form, length, organization, and style	2.1, 2.2, 2.3, 1.1, 1.2		X			X		
10	Distinguishes among different purposes for text (e.g., to respond to questions, to entertain, to inform, to persuade, to request, or to reflect)	2.2			x		X		
11	Shows understanding of more than one purpose within a form (e.g., a letter can be used to inform, request, or persuade)	2.2, 2.3		X			x	x	
12	Includes more than one mode within a piece (e.g., descriptive or narrative elements within an expository piece)	2.2		X				x	
13	Selects form to meet requirements of task or content area (e.g., book report or science report)	2.3, 2.2		X				X	
14	Experiments with different verse forms and rhyme patterns	2.3, 1.2	x		X			x	
	Understands and uses the writing process								
15	Adjusts writing process for demands of timed writing situations	3.0		X			X		
16	Synthesizes information from more than one resource, especially for informational writing or to respond to a question or prompt	3.1, 1.1	x	x	x		X		
17	Uses notes, lists, free writing, webs, or clusters to record information or ideas at prewriting and/or drafting stages	3.1, 3.2, 2.3	X	x				x	
18	Drafts independently	3.2	X		X			x	
19	Uses more than one word source (including a thesaurus) when revising and editing	3.3, 3.4	X				X		
20	Seeks input from peers when revising	3.3, 4.2	x				x		X
21	Rereads work several times when revising and editing, and has a focus for each reading	3.3, 3.4	x				X	x	x
22	Publishes longer pieces and attends to format, graphics, and illustrations	3.5		X				X	
23	Writes legibly, especially when an audience is anticipated	3.5, 1.3, 2.1		X				X	
24	Publishes in a wider range of forms and modes	3.5, 2.3, 2.2		X				X	
	Analyzes and evaluates writing								
25	Identifies strengths and weaknesses of own writing	4.1			x		X		

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Key to Assessment Suggestions

X= Recommended Assessment Suggestions

O	Frequent focused observations
S	Samples of work (e.g., portfolio)
J	Student's journals/learning logs/student self-reflections
Sc	Scored pieces using specific criteria (e.g., rubric)

x= Alternative Assessment Suggestions

Co	Conference feedback (oral or written)
Cl	Checklist
Pf	Peer feedback

*Each grade level and each characteristic within a grade level builds on previous learning. Once introduced, a characteristic should receive frequent practice and extension in a range of contexts and for different audiences and purposes

Fifth Grade

Overview: By the end of the fifth grade most students have developed a strong personal voice in their writing. This is reflected by the way they inject humor and tension into their narrative writing and how they add emphasis or opinion into informational and persuasive writing, especially in the content areas. Collaborative writing efforts are taken more seriously, often with assigned responsibilities and checklists. Scoring guides, often student-initiated, provide criteria for critiquing their own work and that of others. These guides are often detailed, addressing content, organization, style, and conventions.

A Quick Check:
Does the student:

- Write with a strong personal voice, using a range of techniques to express opinion, bias, and reactions?
- Apply an increasing knowledge of figurative language and stylistic techniques to enhance fiction writing?
- Use precise and specialized vocabulary appropriately and effectively in informational text?
- Write from a personal viewpoint as well as a more formal one?
- Synthesize research when doing informational writing?
- Use technology for the process of writing as well as the gathering of information?

Suggested Text Forms* to be Worked Toward by the End of Fifth Grade	
Literature or Literary Forms	**Informational, task-oriented, and/or Technical Writing**
narrative: experiential stories	labels
narrative: fictional stories (e.g., picture books, fantasy)	captions
personal letters, cards, and notes	recounts
diaries/journals	answers to questions
recounts	questions and answers
rhymes	instructions (explain how to)
retellings	learning logs
poems (patterned poetry, couplet, free verse, quatrain, **haiku**)	reports
plays	book reviews and reports
biographies and autobiographies	posters and brochures
tall tales	directions/procedures (to a location, to a game, to make something)
comics	paraphrase
personal essays	expository essays (explain about, explain why, compare/contrast)
narrative essays	expository speeches (explain about, explain why, compare/contrast)
	field notes
	newspaper and magazine articles
	summaries
	business letters (to thank, request, complain, explain)
	letters to the editor
	memos
	literary analyses (explain about character, plot, **setting**)
	editorials
	interviews
	minutes
	persuasive essays / speeches

Items in bold are first introduced in grade 5.

* See *Text Forms and Features* for further information.

Characteristics* to be Worked Toward by the End of the Fifth Grade

	Characteristics	Links to EALRs	Preferred Tools for Assessing and Recording						
			O	J	S	Sc	Co	Cl	Pf
	Writes clearly and effectively								
1	Writes clear, coherent explanations, instructions, and factual reports on a range of issues and topics	1.1, 2.2, 2.3		X		X			
2	Works to develop an inviting introduction and a satisfying or thought-provoking ending with a logical and engaging middle	1.1, 2.1, 2.2	x	x			X		
3	Expresses opinion or point of view with sufficient supporting information and appropriate emphasis	1.1, 1.2, 2.1, 2.2		X		X			
4	Links incidents, facts, and opinions logically and effectively through language, organization, and format	1.1, 1.2, 1.3		X		X			
5	Creates impact through literary devices, organization, and word choice (e.g., alliteration, repetition)	1.1, 1.2		X		X			
6	Uses formal, informal, and specialized vocabulary appropriate for audience and purpose	1.2, 2.1, 2.2		X		X			
7	Injects humor, tension, and/or mood into writing through word choice, varied sentence structure, and organizational techniques such as flashbacks	1.2, 1.1		X		X			
8	Writes with a clearly defined voice	1.2		X		X	x		
9	Shows understanding of synonyms, antonyms, and some word origins and derivatives	1.2	x	x			X		
10	Uses a multi-strategy approach to spelling (e.g., visual patterns, sound patterns, rules, and meanings)	1.3	x		x		X		
11	Punctuates dialogue appropriately	1.3		X		X			
	Addresses audience, purpose, and form								
12	Considers audience and purpose at all stages of the writing process	2.1, 2.2, 3.0	X		x		X		
13	Includes cause and effect, opinions, and opposing points of view in persuasive writing	2.1, 2.2, 1.1, 1.2		X		X		x	
14	Determines emphasis by considering purpose and audience's probable interest and knowledge of topic	2.2, .1, 1.1, 1.2	x		x		X		
15	Incorporates knowledge of forms consistently and considers these when evaluating product	2.3, 4.1		x	x		X		
16	Writes in forms associated with specific tasks or careers (e.g., receipts, applications)	2.4		X				x	
	Understands and uses the writing process								
17	Gathers information from a range of sources and uses an organizer to analyze, synthesize, select, and plan writing	3.1	x	X			X		
18	Contributes to team effort to create, revise, edit, and evaluate writing	3.1, 3.2, 3.3, 3.4, 4.2	x						X
19	Reorganizes, if necessary, at all stages of writing	3.1, 3.2, 3.3, 3.4, 1.1	x	x			X		x
20	Revises by adding, deleting, reordering, or substituting	3.3	X	x			x		x
21	Uses technology for gathering information, revising, or preparing final copy	3.5, 3.1, 3.3, 3.4	X					x	
	Analyzes and evaluates writing								
22	Uses established, as well as own, criteria to reflect on quality and effort in writing	4.1	x		x		X		
23	Studies the writing of established authors and identifies the authors' elements of style	4.2, 4.1			x		X		

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O	Frequent focused observations	Co	Conference feedback (oral or written)
S	Samples of work (e.g., portfolio)	Cl	Checklist
J	Student's journals/learning logs/student self-reflections	Pf	Peer feedback
Sc	Scored pieces using specific criteria (e.g., rubric)		

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Sixth Grade

Overview: A purposeful approach to writing is a hallmark of sixth-grade students. They are able to use form, content, technique, and conventions flexibly in order to meet their own purposes or assignment requirements. Competence is evident in the skills of paragraphing, summarizing, and synthesizing in content-area writing, while fiction writing reflects an increasing awareness of its role to entertain, explore human relationships, or persuade.

A Quick Check:
Does each student:

- Remain focused on a topic, audience, purpose, form, and style?
- Maintain personal style but also explore new techniques and emphases?
- Work for precision in the use and spelling of vocabulary in all writing?
- Evaluate honestly both own work and that of others and make a concerted effort to improve weaknesses?
- See writing as an important and effective tool for furthering own learning?

Suggested Text Forms* to be Worked Toward by the End of Sixth Grade	
Literature or Literary Forms	**Informational, Task-oriented, and/or Technical Writing**
narrative: experiential stories	labels
narrative: fictional stories (e.g., picture books, fantasy)	captions
personal letters, cards, and notes	recounts
diaries/journals	answers to questions
recounts	questions and answers
rhymes	instructions (explain how to)
retellings	learning logs
poem (patterned poetry, couplet, free verse, quatrain, haiku)	reports
plays	book reviews and reports
biographies and autobiographies	posters and brochures
tall tales	directions/procedures (to a location, to a game, to make something)
comics	paraphrase
personal essays	expository essays (explain about, explain why, compare/contrast)
narrative essays	expository speeches (explain about, explain why)
	field notes
	newspaper and magazine articles
	summaries
	business letters (to thank, request, complain, explain, persuade)
	letters to the editor
	memos
	literary analyses (explain about character, plot, setting, main idea)
	editorials
	interviews
	minutes
	persuasive essays / speeches
	film and drama reviews

Items in bold are first introduced in grade 6.

* See *Text Forms and Features* for further information.

Characteristics* to be Worked Toward by the End of the Sixth Grade

	Characteristics	Links to EALRs	Preferred Tools for Assessing and Recording						
			O	S	J	Sc	Co	Cl	Pf
	Writes clearly and effectively								
1	Writes well-rounded, researched, and reasoned texts on a variety of topics and themes	1.1		X		X			
2	Includes descriptive detail, cause and effect, and comparative facts in informational writing	1.1, 2.2		X		X		x	
3	Analyzes a theme or issue in informational and literary texts and in poetry	1.1, 2.2		X				X	
4	Varies method of developing character, setting, mood, and suspense, and of indicating resolution in narrative	1.1, 1.2, 2.2		X			x	x	
5	Selects from an increasing repertoire of structures and techniques to maintain own interest as well as that of audience	1.1, 1.2, 2.1, 4.1	x				X		
6	Uses precise and specialized language in content writing	1.2		X		X			
7	Checks nuances of meaning or searches for alternatives to words usually chosen	1.2, 3.3	X	x			X		
8	Uses complex sentences competently in a range of contexts	1.2, 2.1, 2.2		X		X			
9	Maintains a perspective or argues point of view from third person as well as first	1.3, 1.2, 1.1, 2.1, 2.2		X		X			
10	Acknowledges and cites sources correctly	1.3, 2.3		X				X	
11	Provides detailed labeling, captions, headings, and sub-headings when appropriate	1.3, 1.1		X				x	
	Addresses audience, purpose, and form								
12	Maintains own voice, experiments with other voices, exploring new audiences, topics, and forms	2.1, 2.2 2.3,1.2,		X			x	x	
13	Selects relevant information for a specific purpose from a range of material and paraphrases, expands, or summarizes it according to purpose	2.3, 1.1, 3.1, 3.3	x		x		X		
14	Responds to questions and texts from a considered personal stance supported by experiences or examples	2.2, 2.1, 1.1, 1.2		X		X			
15	Pursues personal writing interest independently	2.2			X			x	
16	Writes about the same topic, theme, or issue in more than one form or purpose (e.g., speeches, interviews)	2.3, 2.2, 2.1		X				x	
17	Collaborates with peers on long-term projects (e.g., class newspaper)	2.4	x				X		X
18	Uses technical and career documents to gather information	2.4, 3.1	x				x	X	
	Understands and uses the writing process								
19	Plans and drafts from oral communication	3.1, 3.2	X				X	x	
20	Devotes more time to prewriting, revising, and editing stages, working for clear meaning and effective presentation	3.1, 3.3, 3.4, 3.5			x		X	x	x
21	Revises and edits to maintain reader's interest while emphasizing point of view and style	3.3, 3.4, 1.3, 2.1	X	x			X		x
22	Publishes using a wider range of graphics and illustrative material often presented through technological means	3.5	x	X			x	x	
	Analyzes and evaluates writing								
23	Evaluates own work and that of others for the craft of writing as well as the content	4.1, 4.2					x		X
24	Accepts criticism as a means for improving writing	4.2, 4.1	x				X		X

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Seventh Grade

Overview: Most students in seventh grade are able to present legible, coherent, and interesting writing in a form, format, and style appropriate for the purpose and audience. Claims and opinions are well researched and are supported with sufficient examples or facts to engender a response from the reader. Writing is seen as a means to an end, as well as a worthwhile activity in itself, and many students enjoy exploring their ideas and opinions through writing and graphics.

A Quick Check:
Does each student:

- Address a range of issues by writing comprehensive and well-balanced texts, supporting views and bias with well-researched information and data?
- Know how to use language and format techniques to achieve maximum impact?
- Maintain effort and interest over extended periods and on more than one piece at a time?
- Talk about the craft of writing and use these discussions to enhance effort and product?

Suggested Text Forms* to be Worked Toward by the End of Seventh Grade	
Literature or Literary Forms	**Informational, Task-oriented, and/or Technical Writing**
narrative: experiential stories	labels
narrative: fictional stories (e.g., picture books, fantasy)	captions
personal letters, cards, and notes	recounts
diaries/journals	answers to questions
recounts	questions and answers
rhymes	instructions (explain how to)
retellings	learning logs
poems (patterned poetry, couplet, free verse, quatrain, haiku, **ballad**)	reports
plays	book reviews and reports
biographies and autobiographies	posters and brochures
tall tales	directions/procedures (to a location, to a game, to make something)
comics	paraphrase
narrative essays	expository essays (explain about, explain why, compare/contrast)
personal essays	expository speeches (explain about, explain why)
	field notes
	newspaper and magazine articles
	summaries
	business letters (to thank, request, complain, explain, persuade)
	letters to the editor
	memos
	literary analyses (explain about character, plot, setting, main idea, **point of view**)
	editorials
	interviews
	minutes
	persuasive essays/speeches
	film and drama reviews
	research papers
	documentaries

Items in bold are first introduced in grade 7.

* See *Text Forms and Features* for further information.

Characteristics* to be Worked Toward by the End of the Seventh Grade

	Characteristics	Links to EALRs	Preferred Tools for Assessing and Recording						
			O	S	J	Sc	Co	Cl	Pf
	Writing clearly and effectively								
1	Presents a central idea or thesis persuasively with coherent, concise, and relevant supporting data	1.1, 1.2, 2.1, 2.2		X		X			
2	Writes extended texts, especially on topics of special interest	1.1		X				X	
3	Includes rhetorical questions for greater impact, especially in introductions or conclusions	1.1		X				x	
4	Uses a rhythmic pattern in poetry	1.2		X				X	
5	Maintains appropriate and consistent voice in historical, realistic, imaginative, and humorous fiction	1.2, 2.2, 2.3		X		x		x	
6	Reflects understanding of cultures accurately in narrative writing, responses to literature, and speeches	1.2, 1.1, 2.1, 2.2	x	x			X		
7	Displays interest in content, using language and voice to convey humor or tension	1.2, 1.1		x	x		X		
8	Uses technical or specialized terms for a range of subjects in a variety of contexts	1.2, 2.1, 2.2, 2.3		X		X		x	
9	Uses a wide range of sentence structures, maintaining correct conventions	1.2, 1.3		X		X			
10	Spells almost all words accurately at final draft stage	1.3, 3.5		X		X			
	Addresses audience, purpose, and form								
11	Uses writing as a tool for exploring and sharing thoughts	2.1, 2.2, 4.1			X		X		
12	Presents reasoned cases supporting and/or refuting points of view on current personal, local, national, and international issues	2.2, 2.1, 1.1, 1.2		X		X			
13	Writes material appropriate in form and content for visual and dramatic presentations	2.3, 3.5, 1.1, 2.1, 2.2	X	x				x	
14	Shows increased understanding of the function and nature of more formal or job-specific forms of writing	2.4, 2.3		x		X		x	
	Understands and uses the writing process								
15	Manages several pieces of work at any one time and follows each through to completion	3.0	x	x			X	x	
16	Compares purposes and attributes of text forms at prewriting stage	3.1, 2.2, 2.3	x				X		
17	Composes, revises, and edits speedily when necessary	3.1, 3.2, 3.3, 3.4	X						
18	Uses technology for all stages of the writing process when appropriate	3.0	x	X			x	x	
19	Collaborates with peers at revision and editing stages for criticism and advice	3.3, 3.4, 4.2	x				x		X
	Analyzes and evaluates writing								
20	Develops scoring guide for purpose, form, content, organization, style, and conventions	4.1, 4.2, 2.3, 2.2, 1.1, 1.2, 1.3	x					x	
21	Uses appropriate terminology to describe and justify language and techniques used	4.1, 4.2, 1.1, 1.2			x		X		x
22	Critiques and discusses style and content of own writing and that of others	4.1, 4.2	x				x		X
23	Discusses how and why decisions about content, organization, audience, purpose, form, and style were made at each stage of the writing process	4.1, 2.1, 2.2, 2.3, 1.1, 1.2	X		X		X		

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Grades Eight through Ten
Writing as a Literary Form

Overview: At these grades, most students create their own literary texts with confidence. They can explore, interpret, and reflect on a wide range of experiences, texts, ideas, and opinions. Their work portrays complex thoughts in a strong personal voice, using a wide range of literary techniques. They write, revise, edit, and present texts to explore ideas imaginatively and in depth, using forms, language, and conventions accurately and intentionally. They are able to work toward new goals in authorship and evaluate their writing, its literary qualities, and their own writing processes with objectivity.

A Quick Check:
Does the student:

- Write confidently, fluently, and independently?
- Craft text, using a range of literary techniques effectively, considering the topic, purpose, and anticipated audience?
- Demonstrate well-considered thought, comprehensive reading and research, and careful planning in written work?
- Employ revision and editing processes until accuracy and desired emphases are achieved?
- Seek criticism in order to improve quality of writing?
- Maintain a portfolio or collection of own literary writing?

Suggested Literary Text Forms That May Be Worked Toward in Grades Eight through Ten
narrative: experiential stories, imaginative stories
narrative: fictional stories (e.g., picture books, fantasy, **mystery, historical fiction, science fiction**)
personal letters, cards, notes
recounts
rhymes
retellings
poems (patterned poetry, couplet, free verse, quatrain, haiku, ballad, **villanelle, sonnet**)
plays
biographies and autobiographies
tall tales, **myths, legends**
comics
personal essays
narrative essays
song lyrics
scripts (e.g., television, movie, radio)
satire
parody
oral history
monologue

This list should be considered with "Suggested Content Text Forms That May be Worked Toward in Content Area Writing in Grades Eight through Ten." Items in bold are first introduced in grades 8-10.

* See *Text Forms and Features* for further information on some of the forms.

Characteristics* to be Worked Toward in Writing as a Literary Form in Grades 8–10

	Characteristics	Links to EALRs	Preferred Tools for Assessing and Recording						
			O	S	J	Sc	Co	Cl	Pf
	Writes clearly and effectively								
1	Crafts a plot which is dependent upon the actions of believable characters and which includes a central conflict that is introduced, developed (rising action), brought to a crisis or turning point, and then concluded	1.1, 1.2		X		X			
2	Integrates the elements of character, setting, and plot to create a convincing world	1.1, 1.2		X		X			
3	Selects and manipulates point of view, defining what a narrator can know and tell about to heighten suspense; delineates theme; and develops irony	1.1, 1.2		X		X		x	
4	Uses a range of techniques to link episodes, to develop theme, or to provide emphasis, (e.g., a recurring motif, parallel structures, imagery, symbolism)	1.1, 1.2		x			x	X	
5	Maintains a log or journal to collect and explore ideas, record observations, dialogue, and/or description for later use as a basis for literary writing	1.1, 3.1			X		X		
6	Includes flashbacks and foreshadowing effectively	1.2		X				X	
7	Uses sound devices (e.g., onomatopoeia, assonance, consonance), varied rhymes (e.g., feminine rhymes, eye rhymes, slant rhymes), and rhythms to support and enrich the meaning of a poem	1.2		X				X	
8	Uses poetic conventions and techniques, such as line breaks, stanzas, capitalization, punctuation, pattern, repetition, and figurative language purposefully to shape a poem	1.2		X				X	
9	Employs correct usage, spelling, punctuation, capitalization, and paragraphing consistently, though knows when to deviate to gain maximum effect	1.3				X			x
	Addresses audience, purpose, and form								
10	Seeks wider audience to present work for sharing, review, critique, or publishing (e.g., writing groups, magazines, newsletters, contests, conferences)	2.1, 3.5					X	x	x
11	Includes more than one form (e.g., poem, memo, phone call, letter, diary excerpt) within main form (e.g., short story, novel, play) to develop characters and setting, introduce conflict, heighten suspense, and/or maintain interest of audience	2.3, 1.2, 2.1, 2.2		X	x			X	
	Understands and uses the writing process								
12	Demonstrates independence as a writer by controlling the steps of the writing process as dictated by time and purpose	3.1, 3.2, 3.3, 3.4			X		X		
13	Uses prewriting stage to determine purpose, analyze audience, research background information, formulate theme, create characters, and/or organize text	3.1, 2.2, 2.1, 1.1, 1.2	x				X		x
14	Drafts text, demonstrating awareness of focus, sequence, and pacing by carefully selecting details, determining the extent of elaboration, and constructing transitions that maintain fluency and emphasize organizational structure	3.2, 3.3, 1.1, 1.2	x				X		x
15	Drafts and revises material for presentation by others, using appropriate format (e.g., television scripts, monologues, scenes, plays, radio productions)	3.2, 3.3, 2.1, 2.2		X					x
16	Restructures or rewrites part or all of the text, carefully selecting language to convey precise meaning or to create an intended mood or atmosphere	3.3, 1.2	x	X			x		x
17	Revises to add variety, emphasis, coherence, and clarity	3.3	x	X			x		x
18	Edits with a critical eye, evaluating strengths and weaknesses, often using a self-initiated checklist or scoring guide; defends choices to deviate from established criteria	3.4, 1.3					x	X	x
19	Presents final copy in a variety of ways, often using technology	3.5	x	X					

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	Characteristics	Links to EALRs	Preferred Tools for Assessing and Recording						
			O	S	J	Sc	Co	Cl	Pf
	Analyzes and evaluates writing								
20	Accepts criticism as a means of improving writing; defends own vision with rationale	4.1, 4.2	x				X		x
21	Maintains a portfolio of own literary work	4.1, 3.5		X			x		
22	Evaluates own work and that of others, independently and in groups, according to detailed scoring guide often developed collaboratively	4.1, 4.2, 3.5	x					X	x

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J Student's journals/learning logs/student self-reflections
Sc Scored pieces using specific criteria (e.g., rubric)
Co Conference feedback (oral or written)
Cl Checklist
Pf Peer feedback

*Each grade level and each characteristic within a grade level builds on previous learning. Once introduced, a characteristic should receive frequent practice and extension in a range of contexts and for different audiences and purposes.

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Grades Eight through Ten
Writing in the Content Areas

Overview: At these grades students increase their competence in writing reports, explanations, and reviews on a range of complex topics, reflecting a secure understanding of the theme and/or issue. The students are able to relate their knowledge and opinions to personal, social, cultural, political, and historical contexts. They structure well-researched material effectively, in appropriate forms and style for an increasing range of audiences and purposes. They retrieve, select, organize, synthesize, and evaluate material from a variety of resources, including technology.

A Quick Check:
Does the student:

- Research in sufficient depth to formulate ideas and present accurate information or effectively debate a proposition or a point of view?
- Present information and organize writing according to the dictates of specific disciplines?
- Revise and edit to reflect accurately an understanding of the topic, audience, purpose, form, and format?
- Manage time and resources for optimum benefit?
- Evaluate work from several perspectives, including process employed, content, and breadth and depth of treatment of topic?

Suggested Content Text Forms That May Be Worked Toward in Grades Eight through Ten
labels
captions
recounts
answers to questions
questions and answers
instructions (explain how to)
learning logs
reports
book reviews and reports
informational posters and brochures
directions/procedures (to a location, to a game, to make something)
paraphrase
expository essays/speeches (compare/contrast, **classification, analysis, definition, cause/effect, problem/solution, evaluation**)
field notes
newspaper and magazine articles
summaries
business letters (to thank, request, complain, explain, persuade, **apply for a job**)
letters to the editor
memos
literary analyses of texts (**analyze and evaluate author's craft**)
editorials
interviews
minutes
persuasive essays/speeches (**argument**)
film and drama reviews
research papers
documentaries
lab reports
résumés
scientific reports
technical reports
editorial cartoon
abstract
proposal

Note: This should be considered with "Suggested Literary Text Forms That May be Worked Toward in Grades Eight through Ten." Items in bold are first introduced in grades 8-10.

*See *Text Forms and Features* for further information on some of the forms.

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Characteristics to be Worked Toward in Writing in Content Areas in Grade 8

	Characteristics	Links to EALRs	Preferred Tools for Assessing and Recording						
			O	S	J	Sc	Co	Cl	Pf
	Writes clearly and effectively								
1	Writes responses to text and papers that are detailed, analytical, and honest, citing supporting evidence from text	1.1				X	X		
2	Knows how to select and communicate an effective organizational structure (e.g., chronological, procedural/process, spatial, order of importance, main ideas/supporting detail)	1.1				X	x		
3	Emphasizes key ideas through appropriate use of text features (e.g., headings, charts, diagrams, graphs)	1.1		X				X	
4	Focuses writing with thesis statement or controlling idea that maps the progression of ideas/arguments and the selection of supporting details/evidence	1.1				X	X		
5	Analyzes and synthesizes information from a variety of sources	1.1, 3.1, 3.2		X				X	x
6	Selects persuasive, informational/technical, descriptive language appropriately	1.2				X	x		
7	Maintains an individual, authoritative voice in expository and persuasive writing	1.2		X			x		X
8	Maintains accuracy in grammar/usage, punctuation, spelling, paragraphing, and capitalization	1.3				X		X	
9	Adapts some writing for visual formats (e.g., graphs, charts, outlines, bulleted statements, web pages)	1.3	X	X				X	
	Addresses audience, purpose, and form								
10	Anticipates reader's questions in persuasive writing	2.1				X			X
11	Establishes subject and purpose of writing in a thesis statement within the introduction	2.2, 1.1				X			X
12	Writes in text forms specific to the subject area	2.3, 2.4		X				X	
13	Uses a reference style (e.g., APA, MLA) in reports and technical documents	2.4		X				X	
	Understands and uses the writing process								
14	Revises for accuracy of content and clarity of focus	3.3		X			X	x	X
15	Revises and edits for effective use of typographic devices and requirements of technical writing forms	3.3, 3.4				X		X	
16	Selects different ways of presenting final draft and justifies choice	3.5	X	X					
	Analyzes and evaluates writing								
17	Submits work for review, accepts feedback, and revises accordingly	4.1, 4.2	x		X		X		X

Key Assessment Suggestions

X= Recommended Assessment Suggestions x= Alternative Assessment Suggestions

O Frequent focused observations
S Samples of work (e.g., portfolio)
J Student's journals/learning logs/student self-reflections
Sc Scored pieces using specific criteria (e.g., rubric)
Co Conference feedback (oral or written)
Cl Checklist
Pf Peer feedback

*Each grade level and each characteristic within a grade level builds on previous learning. Once introduced, a characteristic should receive frequent practice and extension in a range of contexts and for different audiences and purposes.

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Characteristics to be Worked Toward in Writing in Content Areas in Grade 9

	Characteristics	Links to EALRs	Preferred Tools for Assessing and Recording						
			O	S	J	Sc	Co	Cl	Pf
	Writes clearly and effectively								
1	Writes analyses of text that evaluate the author's purpose, bias, accuracy, or craft, citing evidence from text	1.1		X		X			
2	Knows how to select and communicate an effective organizational structure, (e.g., to classify, define, argue, evaluate, compare/contrast, show cause/effect, or solve problems)	1.1		X		X			
3	Writes deliberately and shapes own topic and controlling ideas	1.1	X				X		
4	Substantiates key ideas through appropriate use of examples, anecdotes, statistics, and/or facts in persuasive or expository writing	1.1				X		X	x
5	Uses transitions purposefully to construct arguments and connect ideas within organizational structures	1.1				X	x		
6	Embeds thesis statement into a well-developed, effective introductory paragraph	1.1				X			x
7	Evaluates information from a variety of sources	1.1		X				X	
8	Maintains an individual, authoritative, yet judicious voice in persuasive and expository writing	1.2		X					X
9	Uses specialized vocabulary specific to a content area (e.g., scientific, legal, mathematical, business)	1.2			X			X	
10	Assumes an objective, impersonal voice when presenting opinions or injecting bias	1.2, 2.1, 2.2				X	x		
11	Creates paragraphs based on units of meaning	1.3, 1.1		X		X			
	Addresses audience, purpose, and form								
12	Anticipates and addresses reader's arguments in persuasive essays	2.1				X			X
13	Writes in text forms specific to career areas	2.4, 2.3		X				X	
	Understands and uses the writing process								
14	Collaborates with a team to create, revise, edit, evaluate, and present an informational document	3.0, 4.2	X						X
15	Adjusts writing process to meet time constraints	3.0	X		X		x		
16	Revises for justification of opinion	3.3		X			X		X
17	Uses graphs and charts to interpret data and present conclusions	3.5, 1.1		X				X	
	Analyzes and evaluates writing								
18	Designs a rubric or evaluation instrument based on established criteria and the demands of a specific discipline	4.1	X					X	
19	Accepts or rejects feedback and justifies choices	4.1, 4.2	X		x				X

Key Assessment Suggestions

X= Recommended Assessment Suggestions **x= Alternative Assessment Suggestions**

- **O** Frequent focused observations
- **S** Samples of work (e.g., portfolio)
- **J** Student's journals/learning logs/student self-reflections
- **Sc** Scored pieces using specific criteria (e.g., rubric)
- **Co** Conference feedback (oral or written)
- **Cl** Checklist
- **Pf** Peer feedback

***Each grade level and each characteristic within a grade level builds on previous learning. Once introduced, a characteristic should receive frequent practice and extension in a range of contexts and for different audiences and purposes.**

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Characteristics to be Worked Toward in Writing in Content Areas in Grade 10

	Characteristics	Links to EALRs	Preferred Tools for Assessing and Recording						
			O	S	J	Sc	Co	Cl	Pf
	Writes clearly and effectively								
1	Synthesizes and evaluates information from a range of sources to support an original conclusion, hypothesis, or argument	1.1				X	x	X	
2	Chooses the level of language consistent with audience and purpose (e.g., formal, informal, colloquial)	1.1, 1.2, 2.1, 2.2		X			X		
3	Works for precise meaning, knowing when to elaborate to meet extrinsic or own criteria	1.1, 1.2, 3.3		X	x		X		
4	Uses transitions to maintain fluency, logic, and coherence of information, opinions, or ideas	1.1, 1.2				X			X
5	Discusses implications in the conclusion of a thesis-driven paper	1.1				X	x		x
6	Evaluates the biases of primary, secondary, and tertiary sources	1.1			X		X		
7	Displays a confidence in and control over material and stylistic choices	1.1, 1.2		X	x		X		
8	Writes using more than one strategy for an introduction (e.g., quotations, questions, descriptions, metaphors, personal experiences)	1.1, 1.2	X	X				X	
9	Embeds quotations smoothly and logically, explaining the connection to the rest of the text	1.1, 1.2		x		X			x
10	Uses organizational structures specific to a discipline (e.g., proofs, abstracts, proposals, scientific inquiries, historical research)	1.1, 2.4, 2.3		X		X			
11	Considers and defines terms (vocabulary) connected to the thesis and argument	1.2			X	X			
12	Knows how to adapt conventions appropriately for maximum effect	1.3		x		X			
	Addresses audience, purpose, and form								
13	Anticipates reader's arguments and presents counter-arguments when feasible	2.1				X			X
14	Identifies for audience the areas of possible bias or limitations of the research cited in the writing	2.1, 1.1				X			
15	Understands multiple purposes of a form and can adapt information, structure, style, and focus appropriately	2.3, 1.1, 1.2		X					
	Understands and uses the writing process								
16	Selects and sustains a drafting process with independence and flexibility	3.2	X		X				
17	Revises for usability and accuracy in informational writing and makes appropriate changes	3.3		X			X		X
18	Edits for cross-referencing, preparation of bibliography, and index in research papers	3.4, 3.5						X	
	Analyzes and evaluates writing								
19	Considers own readiness to draft and returns to research or prewriting if necessary	4.1, 3.1, 3.2, 3.3	x		X		X		
20	Reflects on feedback, sometimes seeking further explanation	4.2			X			X	X

Key Assessment Suggestions

X= Recommended Assessment Suggestions **x= Alternative Assessment Suggestions**

O Frequent focused observations
S Samples of work (e.g., portfolio)
J Student's journals/learning logs/student self-reflections
Sc Scored pieces using specific criteria (e.g., rubric)
Co Conference feedback (oral or written)
Cl Checklist
Pf Peer feedback

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Suggested Expectations for Conventions by Grade Level

(This list is cumulative. Skills are introduced PRIOR to this level. Students should use these conventions correctly and consistently by the end of each grade level. They may move beyond these conventions as writing becomes more sophisticated.)

Gr.	Spelling	Capitalization	Punctuation	Grammar & usage	Sentences/ Paragraphs
K	• Some sound to letter correlation, particularly consonants • Print in the classroom as reference	• Capitalization of own name • Capital and lower-case letter formation	• Teacher models use of ending punctuation	• Teacher models correct usage	• Nouns as labels • Writing left to right and top to bottom
1	• Conventional spelling of high frequency and grade-level words • Some common spelling patterns (e.g., sat, mat) • Phonetic spelling on other words, including vowels	• First word in a sentence • Pronoun "I" • Names of people • Days of the week • Months	• Period, question mark, or exclamation point at end of sentence	• Correct use of singular and plural nouns	• Spaces between words • Complete simple sentences • Questions • Exclamations
2	• Increased correct spelling (from first grade) of high-frequency and grade-level words • Phonetic spelling on some words • Common contractions • Spelling resources	• Local geographic names (e.g., Yakima) • First word in greeting and closing of a letter	• Comma after greeting and closing of letter • Colon when writing time (e.g., 12:30) • Apostrophes correct in contractions (e.g., don't) • Some use of quotation marks	• Standard verb forms in past tense or past participle (e.g., He went home. We were going home.) • Possessive pronouns (e.g., its, theirs) • Subject pronouns (e.g., she vs. her)	• Multiple sentences

Suggested Expectations for Conventions by Grade Level

(This list is cumulative. Skills are introduced PRIOR to this level. Students should use these conventions correctly and consistently by the end of each grade level. They may move beyond these conventions as writing becomes more sophisticated.)

Gr.	Spelling	Capitalization	Punctuation	Grammar & usage	Sentences / Paragraphs
3	• Correct spelling of high-frequency and grade-level words • Some phonetic spelling on other words • Resources to find correct spelling for words identified as misspelled	• Person's title (e.g., President Smith vs. the president) • First word inside quotation marks • All proper nouns	• Period after an abbreviation or initial (e.g., Dr. George Scott, M.D.) • Comma between the day of the month and the year (e.g., March 2, 2000) • Comma between city and state (e.g., Seattle, Washington) • Commas in a series (e.g., She bought red socks, white shoes, and a blue dress. OR She bought red socks, white shoes and a blue dress.) • Quotation marks in dialogue • Apostrophe in possessive nouns (e.g., the dog's house, the dogs' houses) • Comma in compound sentences	• Use of "would have" instead of "would of" • Correct pronoun as subject (e.g., "I" rather than "me.") • Consistent verb tense • Future tense, especially in dialogue • No double negatives • Correct use of "it's" vs. "its", "your" vs. "you're", "their" vs. "there" vs. "they're", "to" vs. "two" vs. "too" • Consistent person	• No "run-together" sentences (e.g., They went to the store they bought groceries.) or comma splices (e.g., They went to the store, they bought groceries.) • No sentence fragments (e.g., Going into town.) • Paragraphs are in place and designated using indentation or block format

Suggested Expectations for Conventions by Grade Level

(This list is cumulative. Skills are introduced PRIOR to this level. Students should use these conventions correctly and consistently by the end of each grade level. They may move beyond these conventions as writing becomes more sophisticated.)

Gr.	Spelling	Capitalization	Punctuation	Grammar & usage	Sentences/ Paragraphs
4	• Correct spelling of grade-level words • Syllabification, word patterns, and letter patterns to spell unusual words • Resources to find correct spelling for words identified as misspelled	• Important words in a title of a book or article (e.g., *The Little House on the Prairie.*) • Correct use of state abbreviations (e.g., WA or CA)	• Comma to set off titles or initials (e.g., Dr. Smith, M.D.) • Colon after greeting in a business letter • Comma in complete address (e.g., 12356 7th Ave., Spokane, WA) • Comma after an introductory phrase (e.g., After seeing the opera in person, she wished she had read the story.) or clause (e.g., Before she went to the opera, she read the story.") • Commas in numbers over 4 digits (e.g., 10,000) • Hyphen between syllables at line breaks	• Single/plural agreement between nouns and modifiers (e.g., one child vs. one children) • Correct use of "among" (more than two) vs. "between" (two) • Resources cited using a standard bibliographic form • Correct use of conjunctions • Correct use of prepositions (e.g., in the past, from one to another) • Collective nouns (e.g., cache, herd) • Correct use of "either...or" and "neither...nor"	

Suggested Expectations for Conventions by Grade Level

(This list is cumulative. Skills are introduced PRIOR to this level. Students should use these conventions correctly and consistently by the end of each grade level. They may move beyond these conventions as writing becomes more sophisticated.)

Gr.	Spelling	Capitalization	Punctuation	Grammar & usage	Sentences/ Paragraphs
5	• Correct spelling of grade-level words • Resources used to find correct spelling for words identified as misspelled	• Brand names (e.g., Nike) • Correct capitalization of geographic regions (e.g., the West)	• Correct use of quotation marks in dialogue, internal and external (e.g., "How's it going?" the boy asked.) • Commas to set off interjections (e.g., Okay, if you say so.) or explanatory phrases (e.g., They stood together, away from the pile of stones in the corner, and their jokes were quiet.) • Comma after date or address within text (e.g., Her birthday was June 1, 1993, when she was 23.) • Hyphen in numbers (e.g., twenty-three) • Hyphen to join numbers (e.g., The Mariners won, 17-6.) • Periods in abbreviations (e.g., pg., ft.) • Correct uses of ellipsis (. . .): – to show omitted words – to show a pause • Correct use of semicolon between two independent clauses • Resources to check punctuation	• Correct use of subject vs. object pronouns (e.g., "I" vs. "me") • Resources to check usage	• New paragraphs to change speakers in dialogue

Suggested Expectations for Conventions by Grade Level

(This list is cumulative. Skills are introduced PRIOR to this level. Students should use these conventions correctly and consistently by the end of each grade level. They may move beyond these conventions as writing becomes more sophisticated.)

Gr.	Spelling	Capitalization	Punctuation	Grammar & usage	Sentences/Paragraphs
6	• Correct spelling of grade-level words • Resources to correct own spelling	• Languages, races, nationalities, and religions • Resources to correct capitalization	• Commas in appositives (e.g., Bob, the dog, was fun.) • Apostrophe to show quotation within a quotation in dialogue (e.g., He asked, "Didn't you just say, 'I want to go home.' ") • Correct use of italics, underlining, or quotation marks for titles • Correct use of parentheses (e.g., Bob (the dog) is fun.) • Colon to introduce a list (e.g., We received the following items: books, pencils, and pens.) • Hyphen to make a compound word or form an adjective (e.g., three-year-old car) • Commas to set off direct address (e.g., "Mom, may I go to the dance?") • Resources to check punctuation	• Generally correct grammar and usage • Agreement of pronoun and its referent (e.g., A person needs his or her own space.) • Resources to check usage	• Parallel construction particularly in informational and technical writing (e.g., Parallel: chooses action verbs selects vivid modifiers Not parallel: chooses verbs modifiers are correct)

Suggested Expectations for Conventions by Grade Level

(This list is cumulative. Skills are introduced PRIOR to this level. Students should use these conventions correctly and consistently by the end of each grade level. They may move beyond these conventions as writing becomes more sophisticated.)

Gr.	Spelling	Capitalization	Punctuation	Grammar & usage	Sentences/ Paragraphs
7	• Correct spelling of grade-level words • Self-corrected spelling errors • Correct spelling in final draft • Resources to find correct spelling for words identified as misspelled	• Capitals in an outline or list • Consistent capitalization when formatting technical documents • Resources to check capitalization	• Commas to separate an interrupter (e.g., The teacher, however, was not impressed.) • Correct use of semicolons to separate groups that contain commas (e.g., The Seahawks traveled to Washington, D.C.; New York, NY; and Oakland, CA.) • Correct use of bullets in technical writing • Correct uses of the dash (—): ~ to indicate emphasis or a sudden break ~ to set off an introductory series ~ to show interrupted speech • Hyphen to prevent confusion (e.g., re-elect) • Resources to check punctuation	• Correct use of adverbs vs. adjectives (e.g. Correct usage ~ He ran well in the race. Incorrect usage ~ He ran good in the race.) • Correct use of comparative and superlative adjectives (e.g. better, best) • Resources to check usage	• Fragments used for effect or in dialogue

Suggested Expectations for Conventions by Grade Level

(This list is cumulative. Skills are introduced PRIOR to this level. Students should use these conventions correctly and consistently by the end of each grade level. They may move beyond these conventions as writing becomes more sophisticated.)

Gr.	Spelling	Capitalization	Punctuation	Grammar & usage	Sentences/ Paragraphs
8	• Consistency in use of correct spelling • Resources to find correct spelling for words identified as misspelled	• Title of a specific course (e.g., History 9A) • Resources to check capitalization	• Commas to enclose titles (e.g., Joe Miller, M.D., is a pediatrician.) • Commas for emphasis or clarity (e.g., What the cook does, does affect the meal.) • Colon between title and subtitle (e.g., *Write Source 2000: A Guide to Thinking, Writing, and Learning)* • Correct use of diagonal slash (/) ~ in a fraction ~ to show a choice • Apostrophes to form plurals of letters or numbers (e.g., Know your ABC's.) • Apostrophes in compound nouns (e.g., the mother-in-law's birthday) • Commas and periods inside quotation marks • Resources to check punctuation	• Refinement and review of past grammar and usage issues • Resources to check usage	

Suggested Expectations for Conventions by Grade Level

(This list is cumulative. Skills are introduced PRIOR to this level. Students should use these conventions correctly and consistently by the end of each grade level. They may move beyond these conventions as writing becomes more sophisticated.)

Gr.	Spelling	Capitalization	Punctuation	Grammar & usage	Sentences/ Paragraphs
9	• Consistency in use of correct spelling • Resources to find correct spelling for words identified as misspelled	• Resources to check capitalization	• Brackets ~ around an editorial correction ~ to set off added words • Comma to set off nonrestrictive clauses (e.g., The gym, which was built last year, is used every day.) • Resources to check punctuation	• Correct use of "who" vs. "whom" • No dangling modifiers (e.g., After I stood in line for hours, the tickets were sold out. rather than: After standing in line for hours, the tickets were sold out. *The second sentence makes it appear that the tickets were in line.*) • Correct use of "that" vs. "which" • Appropriate use of passive voice (e.g., it was seen by them) vs. active voice (e.g., they saw) • Correct uses of many commonly confused words (e.g., "accept" vs. "except" or "can" vs. "may") • Resources to check usage	• Paragraphs for effect

In grade 10, students use resources to obtain specialized information about conventions, and instruction matches needs for specific pieces or types of writing. In particular, scientific or research-based forms may be explored.

Glossary

alliteration – the repetition of initial consonant sounds; used to draw attention to words or ideas or to create music with the language

assonance – a repetition of vowel sounds without the repetition of consonant sounds (e.g., *dance, clap*)

audience – the intended readers of a text

author's craft – choices an author/poet makes when writing a text (e.g., organizational pattern, style, vocabulary, images, symbols, point of view, audience)

claim – thesis or main point, especially in persuasive writing

climax (also turning point or crisis) – high point of interest or suspense in a story; point where the rising action reverses and becomes the falling action of the story

cluster – a prewriting technique; the writer maps thoughts about a topic showing how the ideas are connected. The map suggests an organizational pattern for main ideas and supporting details.

coherence – logically connected sense that holds parts of text together

colloquial – conversational, informal language

consonance – repetition of consonant sounds particularly at the ends of words (e.g., *to kick the black rock*)

content writing – using writing as a tool for learning or writing within the community or common language of a discipline. (e.g., writing as an historian or scientist might write)

conventions – rules of standard English usage, capitalization, punctuation, paragraphing, and spelling

derivative – a variation on a word (e.g., *imitation* is a derivative of *imitate*)

directionality – understanding that most text moves from front to back, left to right, and top to bottom

drafts – writes

edit – preparing writing for final draft by checking spelling, punctuation, capitalization, usage, paragraph indentation, neatness, and legibility

expository – writing that explains an idea and informs the reader

extended metaphor – a metaphor that continues throughout an entire text; often used to create unity or for rhetorical effect

eye rhyme – letter patterns that look similar but sound different (e.g., *good, food*)

figurative language – language not meant to be taken literally; also known as *figures of speech* (e.g., metaphor, personification, hyperbole, and simile)

feminine rhyme – rhyme that happens in two syllables of a word rather than in one (e.g., *yellow, fellow*)

flashbacks – interrupting the chronological sequence of a narrative to tell about a related event from an earlier time

focused observation – an informal assessment where a teacher watches or listens to determine a student's level of understanding of a specific skill, process, or idea

foreshadowing – giving hints or clues of what might happen at a future time in the story

form – organization of specific types of writing within a general category of purpose/mode (e.g., if the form is editorial, then purpose/mode is persuasive or possibly expository; or if the form is a tall tale, then purpose/mode is narrative)

format – most often used to refer to layout or visual presentation of text

free writing – a prewriting technique; the writer drafts quickly, without stopping, without editing, or self-correcting to discover what he or she knows, thinks, or feels

imagery – figurative language used to produce mental pictures and appeal to senses

learning log – a journal or notebook in which a student records questions, problems, and thoughts about a particular subject, idea, or concept as it is studied or learned

literary writing – writing poetry, short stories, novels, plays, scripts; creating original writing rather than analyzing or synthesizing the writing of others

metaphor – a figure of speech <u>indirectly</u> comparing two essentially dissimilar things; used to create new connections for the reader (e.g., *My love is a red, red rose.)*

mode – type of writing determined by the writer's purpose (e.g., If the writer's purpose is to explain, then the mode is expository.); often used interchangeably with *purpose*

mood – atmosphere (e.g., suspenseful, peaceful, mysterious, terrifying) created by the writer's purposeful choice of vocabulary, pacing, and details

motif – a repeated idea in literature

narrative – presentation of a series of events in a purposeful sequence to tell a story, either fictional or factual

onomatopoeia –the use of words that imitate the sounds of movement, animals, or objects (e.g., *buzz, hiss, clickety-clack*)

organizer – frameworks, maps, outlines, grids, or diagrams used to put thoughts in order

paragraph – a unit of meaning signaled by indenting the first word or by inserting a line space between sections of writing

parallel structure – the repeating of phrases and sentences that are syntactically similar (e.g., phrases all starting with verbs, same tense)

paraphrase – restating the meaning in own words, retaining all of the ideas without making an interpretation or evaluation

parody – a piece of writing that mocks a particular literary work or its style; comic effect is intended

patterned poetry – poetry based on a prescribed syllable count, parts of speech, or shape (e.g., diamond poem)

patterned sentences – a construction used as a base to create new sentences; young writers substitute a word while keeping the rest of the sentence the same (e.g., *I like pizza. I like snowflakes. I like whales.*)

person – point of view; the perspective from which the writer writes (e.g., first person, third person)

persuasive – writing that convinces the designated audience to support a point of view, make a decision, or take an action

phoneme– the smallest unit of sound

portfolio – purposeful collection of student work that exhibits to the student (and/or others) the student's efforts, progress, or achievement in (a) given area(s)

prewriting – the thinking and planning the writer does before drafting, which includes considering the topic, audience, and purpose; gathering information; choosing a form; determining the role of the writer; and making a plan

published work – a final draft shared with an audience, large or small; displayed publicly; sent to a newspaper, contest, or magazine; or posted on a web site

resolution – the ending of a story where conflicts are resolved and loose ends are tied together

revise/revision – the process of reworking or *re-seeing* writing, which includes: considering changes in audience, purpose, focus, organization, style; elaborating, emphasizing, clarifying, or simplifying text (adding, deleting, reordering, or substituting)

rhetorical question – a question where an answer is not expected; often used to involve the audience and create interest

simile – a figure of speech directly comparing two essentially dissimilar things; the comparison is signaled with *like* or *as*; used to make writing more vivid, fresh, or interesting (e.g., *as fresh as bread from the oven*)

slant rhyme – rhyme in which the final sounds of the words are similar but not identical (e.g., *cook* and *lack*); also called *off rhyme* or *approximate rhyme*

spatial organization – choosing an order for descriptive writing based on space (e.g., front to back, left to right)

story frame – a graphic organizer used to plan the development of a story or visual/multi-media presentation

summarize – condense the main points using as few words as possible and written in own words

syntax – the way words, phrases, and clauses are combined to form sentence order (e.g., in English, *subject – verb – object* is a common pattern.)

synthesize – the pulling together of ideas or information to develop a common framework for understanding or to create a new idea; writers synthesize when they create, imagine, or combine ideas

technical writing – type of expository writing (or sometimes persuasive writing) most often used to convey information (or to convince others) for technical or business purposes

tension – suspense arising from opposing forces or motivations

tertiary sources – third level sources (e.g., research summaries)

transitions – words or phrases that help make smooth connections between parts of a text

voice – the sense of the person behind the writing (e.g., serious, honest, compassionate, or angry); writing that captures the correct level of distance, formality, or personality for the purpose of the writing and the audience

word web –a graphic organizer, created by the writer during prewriting, to gather and connect facts, ideas, concepts, and/or words

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